



Workforce & Succession Planning/Management

**A Corporate Approach Within the
Department of Energy &
National Nuclear Security Administration**



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**Developed for the Department of Energy
by the Office of Training and Human Resource Development**

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Executive Summary

The following document summarizes the work accomplished by the Human Capital Management and Succession Planning Team. It illustrates how the Department of Energy (DOE) and the National Nuclear Security Administration (NNSA) will develop their employees through the deployment of workforce and succession planning/management strategies in accordance with the President's Management Agenda and Human Capital Standards. Additional drivers and resources are listed in Appendix D of this document to assist in establishing the business case to support a corporate approach to workforce and succession planning/management throughout DOE/NNSA. Where current practices exist, detailed descriptions of these practices have been included as well.

The comprehensive goal of workforce and succession planning/management is to improve our public service and increase workforce efficiency and economy by building and retaining highly skilled, well-qualified employees. Faced with the threat of an aging federal workforce and ever-changing global priorities, workforce and succession planning/management is critical in helping the Department of Energy (DOE) and the National Nuclear Security Administration (NNSA) achieve their missions. The overall outcome of workforce/succession planning and management within DOE/NNSA depends on the extent to which these programs function in concert and are championed by the Agency's leadership from the top, down.

The President's Management initiative on Strategic Management of Human Capital calls attention to the challenges of a reduced and aging federal workforce and the need for each agency to more actively plan for their current and future workforce needs. Approximately five percent of DOE's Federal workforce is thirty years of age or younger (see figure 1.0a, page 2). Over half of the remaining DOE workforce will be eligible for optional or early retirement between now and FY2008 (see figure 1.0b, page 2). Currently the Department is experiencing an actual attrition rate of only about 25% of those eligible for optional retirement. However, these numbers could present serious knowledge and capability deficits within the Agency if the attrition rate increases and strategies are not in place to address these losses.

Figures 1.0a & 1.0b

Figures 1.0a & 1.0b represent age distribution across the Department and the percentage of retirement-eligible federal employees across the Department of Energy between now and 2008.

Age Distribution As Of April 2003

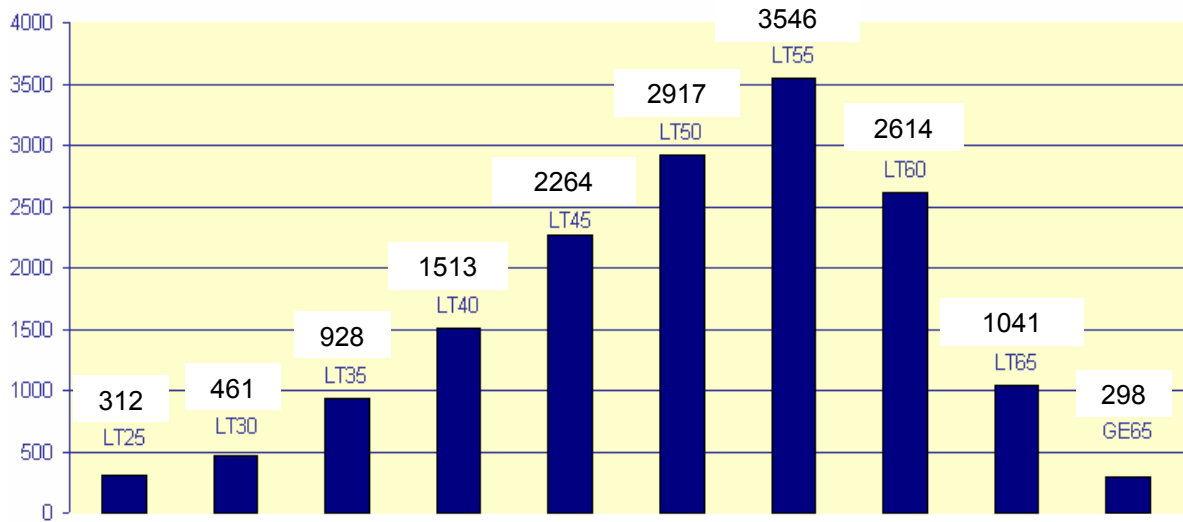


Figure 1.0a

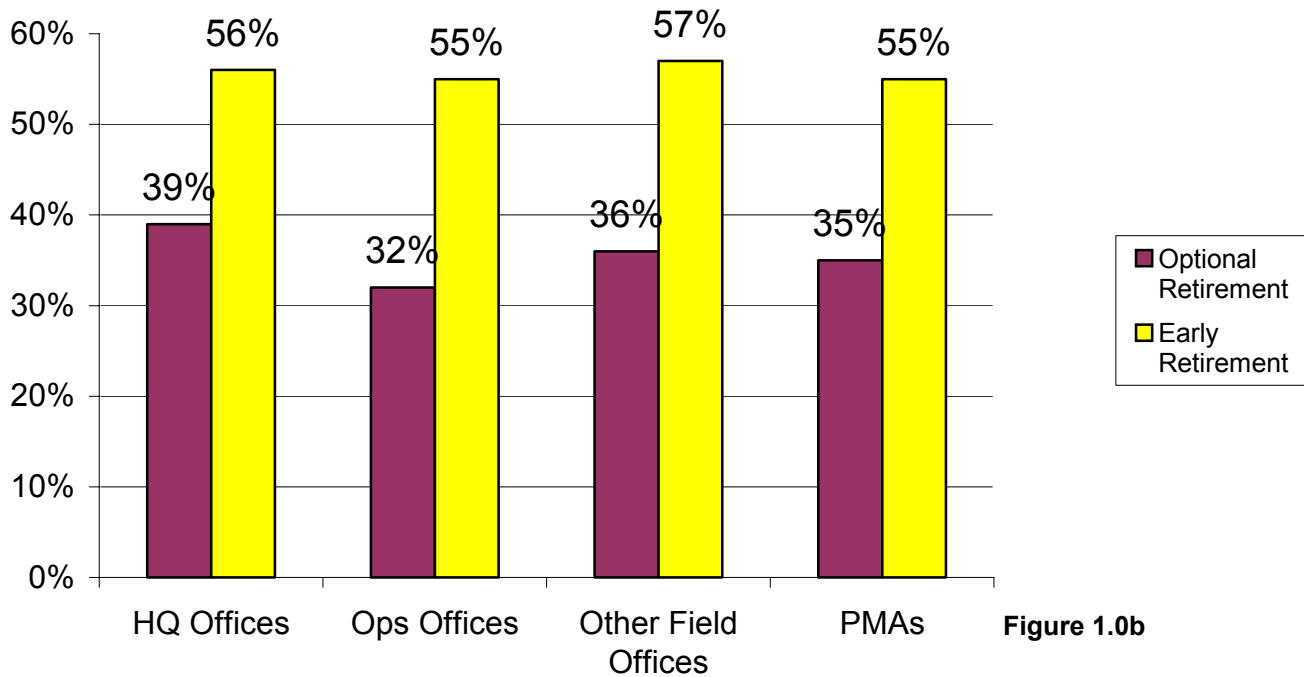


Figure 1.0b

One of the Agency's corporate goals calls for us to *"achieve effective and efficient management of the Department of Energy by implementing President's Management Agenda initiatives on Strategic Management of Human Capital...."*(FY2003 Congressional Budget Request Corporate Management Goal number 1). Workforce and succession planning/management are included in these initiatives; they include activities such as the establishment and utilization of progressive recruitment strategies, implementation of knowledge management and increased usage of e-government, competency-based training, retraining/retooling, and career development/ transition programs.

Ongoing workforce planning and analysis will ensure the Department's ability to identify current and future needs, including identification of workforce competencies needed to carry out the organization's mission. Succession planning and succession management will enable the Department to target critical functional skill sets according to identified competencies, and then develop strategies to ensure the Department has a well-qualified workforce to meet its needs. Although these terms are used interchangeably, the focus of succession planning is slightly different from that of succession management. The following definitions clarify the difference between the two terms.

Succession Planning – focuses on identification of critical positions within an organization and potential candidates to fill those positions. Staffing regulations within the federal government prohibit succession planning as it is defined here. It is possible, however, to identify critical positions, the competencies associated with such positions, and the skill sets to meet current and changing organizational needs.

Succession Management – focuses on creating and sustaining pools of well-qualified candidates with the skills to meet critical needs as they arise. Sound technical, scientific, and leadership skill sets are the primary focus of succession planning and management activities within the Department of Energy.

Succession planning and succession management are only two of the strategies that will enable the Agency to effectively manage its human capital. Sound knowledge management practices and the expanded use of e-government also affect the degree to which the Agency will succeed in managing its human capital. However, in order to know what tools will be most effective in addressing organizations' strategic needs, it is important to effectively evaluate strategic considerations such as the current mission and goals of each organization within DOE/NNSA.

These considerations are examined during the first step in the process, the **strategic workforce analysis**. Effective analysis of the organization's current and future workforce enables organizations to identify gaps between workforce skill sets on-hand and needed skill sets to meet current and future mission requirements. Strategic workforce analysis is critical to ensure that subsequent workforce and succession planning/management activities produce the desired results. This document outlines this process in detail and provides recommendations for next steps. Figure 2.0 is a graphic illustration of the process.

Figure 2.0 - This model outlines a corporate, Department-wide Workforce and Succession Planning/ Management process that will ensure the DOE and NNSA have a highly skilled, well-qualified and diverse workforce capable of accomplishing multiple Department/Agency missions.



Although each of the model components is described in detail within this report, a glossary of terms can be found in Appendix A.

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Chapter 1

BACKGROUND INFORMATION

As part of the President's Management Agenda, the U. S. Department of Energy (DOE) and the National Nuclear Security Administration (NNSA) have collaborated to address the Federal Government's Strategic Management of Human Capital initiative. To help this Agency succeed in our human capital transformation efforts, and to help make the DOE/NNSA a high-performing workplace, we are committed to developing appropriate tools and processes for attracting, developing, and retaining quality employees from diverse backgrounds. We acknowledge that sound investment in human capital is essential to achieve our missions; therefore, we take the challenge presented by the President's Management Agenda by establishing a Workforce and Succession Planning/Management model to better address human capital standards for success. This model illustrates a multi-faceted, corporate approach that includes strategic workforce analysis, competency-based skills assessment, strategic recruitment efforts, corporate career development, mentoring, knowledge management, and e-government activities.

Aside from ever shrinking budgets, every U.S. Federal agency shares a second problem, an aging workforce. One of the largest Federal agencies, the U.S. Department of Energy (DOE), will have an average 35% of its workforce eligible for optional retirement between now and FY2008 (that average increases to over 50% if including those eligible for early retirement). Although historical trends in attrition, including retirement, suggest that actual retirements will be well below eligibility levels, attrition rates are expected to increase and have a negative impact on the Department's ability to maintain adequate skills to support various missions.

This impending government-wide critical shortage has spurred the General Accounting Office to issue several reports on the subject and gained the attention of the White House. A top issue on the "President's Management Agenda" calls for agencies across the Federal government to address this issue and has formed a series of Human Capital

Management initiatives targeting workforce and succession planning. This report addresses the efforts being led by the human resource staff within DOE and in other agencies throughout the federal government.

The Department of Energy is an organization of over 14,000 Federal employees and over 100,000 contractor employees who manage approximately 50 major installations across the country including world-renowned national laboratories that have a capital value of over \$45 billion. DOE conducts programs relating to energy resources, national nuclear security, environmental quality, and science. In each of these areas, the Department needs a highly skilled technical, scientific, professional, and administrative workforce to manage and oversee DOE's \$20 billion budget. DOE's senior technical employees who are most likely to retire are difficult to replace and the Department has problems competing with the private sector for these technical and scientific skills. (*Human Capital Summit Report: Department of Energy Workforce Analysis July 2001*)

Within the federal sector, workforce and succession planning has become known as Human Capital Management (HCM). Several initiatives are currently either under development or in place to assist DOE managers in strategically addressing their HCM issues. The Human Capital Management and Succession Planning Team was established, incorporating both headquarters and field representatives, to research, plan, develop, and implement HCM workforce and succession planning/management initiatives where none exist. They are also responsible for evaluating current programs to ensure these programs meet the many changing workforce and succession planning/management needs.

A key component in workforce and succession planning/management is the identification of key functions, critical skills, and high-potential candidates possessing those skills. Noel Tichy, a noted author in the field of organization development, has observed that successful organizations distinguish themselves by their ability to grow leadership at every level; to create a ready pool of well-qualified talent that can be used to meet the critical human resource needs of the organization. The Human Capital Management and Succession Planning Team processed input from several resources to narrow the focus of its initial work to six key functional areas within DOE/NNSA (safeguards and securities,

leadership, acquisition, program management, project management, and finance). These will be the primary areas of consideration during each workforce and succession planning/management activity.

Once key functions, skill sets, and associated competencies have been identified through workforce analysis, the next task in the process is assessing the skill sets of the current and future workforce to identify critical skills gaps that could prevent DOE from performing its mission. Although such assessment is already being done on a small scale, at the program office level, no agency-wide mechanism yet exists. Establishment of a corporate assessment tool is currently being worked through the Human Capital Management and Succession Planning Team. Their goal is to identify a web-based tool that can be used to conduct competency-based skills assessments and identify critical skills gaps Department-wide. An internal pilot tool has been identified and is already in use with a test group of technical and scientific participants. The team is moving forward with its assessment of the tool's performance and capability. Projected rollout for this tool is April 2003.

Chapter 2

Purpose

The purpose of this report is to layout a proposed Workforce and Succession Planning/ Management model that would provide an integrated approach for all organizations within the Department of Energy and National Nuclear Security Administration. This model outlines a process that, if followed, can help to ensure people with the appropriate skills are in the right place, at the right location, at the right time to meet the customers' changing needs. It examines what an organization needs to accomplish in a given period of time; what knowledge, skills, and experience are required to get the job done; the size and type of workforce that will provide that mix of skills, knowledge, and experience required to get the job done.

The remainder of this document describes, in detail, the components of the workforce and succession planning/ management process being proposed for the Department of Energy and National Nuclear Security Administration (shown below, in figure 3.0). Included in this document are recommendations for implementation based on extensive benchmarking of internal and external best practices. A summary of the benchmarking has been included in Appendix B, as well as a timeline for related projects currently being worked by DOE's Human Capital Management and Succession Planning Team.

Figure 3.0

Figure 3.0 illustrates the components of workforce succession planning.



Chapter 3

The Workforce and Succession Planning/Management Process

I. Strategic Considerations

Organizational Planning Documents - current and future functional requirements through the Agency's strategic planning and budgeting process must be defined and re-defined on a continual basis. Much of this effort takes place in the development of a Five Year Plan. The objective of the Five Year Plan is to ensure alignment of federal resources to effectively and efficiently accomplish strategic missions, goals and objectives. The Five Year Plan identifies federal FTE resources needed over the next five years to perform known missions and support work operating in today's environment. The Department focuses on customer needs and expectations, continuous high quality performance, and emphasizes excellence in management systems, practices and operations throughout the implementation of the Five Year Plan. This plan is supplemented by various other planning documents, for example, the Annual Plan, and the Performance Plan, all of which are updated regularly. Taken into consideration together, these documents provide the foundation upon which workforce and succession planning/management begins to take place.

II. Strategic Workforce Analysis – (Activities 1-4)

- **Organizational Structure Analysis**
 - **Strategic Priority Analysis**
 - **Supply Analysis**
 - **Trend & Gap Analysis**
- **Organizational Structure and Strategic Priority Analyses** assess an organization's internal functioning and its priorities. During this stage in the workforce planning process, the aforementioned strategic considerations assist analysts in identifying the demand for specific functions performed within the organization and the extent to which

there is redundancy in functions across the organization. Priorities of the organization are identified as well as the functions to which they are aligned. Information gathered from strategic considerations helps to identify the strategic objectives of the organization 3-5 years out. Priorities, milestones, metrics and functions should then be checked for alignment. In addition to planning reports mentioned above, workforce analysis will take into consideration other Departmental drivers, for example, Secretarial Direction, Organizational Assessment Surveys, Order requirements, etc.

- **Supply Analysis** – involves analyzing the current workforce’s competencies and skills against the competencies and skill sets vital to accomplishing the organization’s mission now and in the future. In order to make such a comparison, it is necessary to consider current job descriptions and/or position descriptions, demographics, and characteristics of the workforce (age, bench strength, attrition, etc.). A profile of its existing workforce helps an agency understand where it is in terms of the right number of people with the right skills. Analysis of the current workforce includes:

- Number of employees and contractual workers
- Skill assessment of employees
- Salary and contract workforce expenditure data
- Workforce diversity (age, gender, and race)
- Retirement eligibility statistics
- Location

Of the items above, all but the skill assessment should be readily available to agencies through employee payroll records, employee files, and various human resources databases. It is suggested that the labor analysis process occur on an annual basis and skills assessment be conducted within the initial 60-90 day review for new hires, during the annual development of Individual Development Plans, and in conjunction with changes to position descriptions.

- **Trend and Gap Analyses** – trend data provides a picture of what occurred in the past. It can also help an agency predict the supply of skills that may be available in the future. Examples of trend data include:

- Hiring patterns (time required to fill vacancies, average number of vacancies in a year, etc.)
- Retirement patterns
- Employee turnover statistics

It may be helpful to break down the trend analysis by agency divisions or by occupational groups. Looking at trend data will help an agency project future workforce supply. It will also help an agency apply assumptions about how the variables of hiring, retirement, and turnover will influence the future workforce. Trend information combined with the current workforce profile is an essential building block for forecasting workforce supply.

Results from these two tasks help the organization identify ***what work won't get done if strategies are not implemented to address current and pending skills gaps.***

III. Workforce Action Planning (Activity 5)

Workforce action planning is one of the greatest challenges facing managers and leaders. In order to meet this challenge, a uniform process that provides a disciplined approach for matching human resources with the anticipated needs of the Department is critical.

Workforce planning is a fundamental strategy, critical to quality performance that will contribute to the achievement of program objectives by providing a basis for justifying budget allocation and workload staffing levels. It is essential that workforce planning be included as a key management activity, and should be directly linked to management strategies for meeting mission requirements.

Several strategies are currently in place ranging from recruitment initiatives to leadership development programs. However, the agency lacks continuity in how it develops and selects its leaders. The Corporate Career Development and Leadership team has

identified existing developmental programs for safeguards and security, acquisition, project management, program management, and finance.

Some, if not all of the following questions are asked during workforce action planning:

- What systemic implications exist? What support agencies need to be involved? What policies, procedures, and practices need changes to support the needed workforce? How deep should the workforce be in critical areas of function?
- How do we develop employees? What career management programs and job enrichment opportunities can most effectively develop and maintain a quality workforce? How should education programs and strategies change to create the needed workforce?
- When hiring new employees or repositioning current employees, what competencies should each person bring to the job? What competencies can be acquired on the job?
- What recruiting activities will meet the Department's needs? How can recruiting eliminate under-representation?
- What training, retraining, career transition assistance, and employee development can most effectively provide new skills, reduce the effects of skill shifts in the workforce, and help eliminate under-representation in those occupations where it has been identified?
- What is the best way to manage outplacement and retirements to facilitate the transition for the employees as well as the organization? What strategies should we use to keep employees?

The team is currently reviewing internal and external "best practices" to identify strategies that may be initiated agency-wide. The projected completion date for the initial review is April 2003.

IV. Action Plan Implementation (Activity 6)

- What are the specific objectives needed to create the workforce for today's work as well as work of the future?
- What is the timeline for implementation of the strategies?
- How will implementation be evaluated?

The following activities are currently underway across the Department:

➤ **Corporate Career Development and Leadership Activities–**

Acquisition Career Development Program (ACDP) – provides the most strenuous standard for workforce certification -- that created by the Department of Defense. The ACDP was implemented in May 1998, combining internal and external training and developmental opportunities to develop future leaders of the acquisition workforce. The ACDP provides three levels of certification for acquisition professionals in grades GS-5 through GS-15. The levels of certification are linked to successful completion of specific course work (e.g., Cost and Price Analysis, Contract Law, Contract Management for Supervisors). Additional educational and experiential opportunities such as rotational assignments within private industry, development of leadership competencies through the Center for Creative Leadership, and advanced academic coursework round out this program.

Program Management Certificate Program – provides a series of introductory, skill-based and advanced level training to enable DOE professionals to effectively perform their programmatic functions in support of the DOE Acquisition process. This program incorporates optional web-based coursework from the Energy On-line Learning Center.

Program Management Virtual University (PMVU) – is a tool for all DOE employees within the Office of Energy Efficiency and Renewable Energy. It provides general program and project management curricula for individuals with little experience, who would like a structured pathway to developing program and project management skills. For the experienced practitioner, the PMVU provides training courses cataloged to specific Knowledge, Skills and Abilities (KSAs) to facilitate their continued education and professional development. More information can be found by visiting the website, <http://www.eere.energy.gov/pmi/training.html>

Project Management Career Development Program (PMCDP) – an effort led by the Office of Engineering and Construction Management to develop of Federal DOE Project Managers. This is a department-wide training program that establishes competency-based training and certification for project managers. For more information, visit the PMCDP website, http://oecm.energy.gov/project_manage/PMCDP_index.html

Safeguards and Security Professional Development Program (Security 21) – is a program designed to meet the recruiting, career development, training and workforce planning needs of Headquarters and field managers to solve the human capital crisis within the Department of Energy. The Nonproliferation and National Security Institute (NNSI) in Albuquerque, New Mexico administers

the program. For more information, visit the website,
<http://www.cta.doe.gov/>

Senior Executive Service Career Development Program (SESCDP) – is an agency-wide program currently underway within DOE. This competitive program includes core training, developmental activities, and unique assignments that will achieve the Department's objective of building leaders who are ready to assume key leadership positions within its major mission areas and business lines. For more information, visit the Office of Training and Human Resource Development website. The SESCO DP page can be found under HCM Initiatives, listed at the top of the menu, on the left of the screen
<http://ma.mbe.doe.gov/ME50/Training/index.htm>

DOE Career Intern Program (CIP) – the DOE Career Intern Program has been expanded to include non-technical occupations. This agency-wide, two-year, entry-level hiring and developmental program was launched as a result of the Human Capital Summit initiative. It maximizes use of new hiring authorities and pay flexibilities to attract and retain highly qualified and diverse technical, scientific, and business personnel. For more information, go to the Office of Training and Human Resource Development website, and scroll down the menu on the left of the screen, <http://ma.mbe.doe.gov/ME50/Training/index.htm>. The Career Intern page can be found under Training, Education, and Development Programs.

DOE Presidential Management Intern (PMI) Program – was established by Executive Order in 1977 to attract outstanding individuals from a wide variety of academic disciplines, who have an interest in, and commitment to, a career in Federal service. Applicants, to the PMI, have been nominated by the dean, director, or chairperson of their graduate school and have demonstrated exceptional ability and a personal interest in the analysis and management of public policies and programs. PMIs appointed at the GS-9 level will qualify for GS-12 upon completion of the program that consists of at least 80 hours of formal, competency-based training per year and at least one rotational assignment. For more information on the PMI Program, visit the website, <http://www.pmi.opm.gov/>.

- **Departmental Mentoring Program** – the Department of Energy's (DOE) Mentoring Program is an HCM Summit Initiative. This 12-month program provides a series of developmental experiences for a carefully matched mentoring pairs. The program was developed by a team of headquarters and field staff, with the support of the Human Capital Summit Team on Leadership Development, DOE Human Resources Directors, and the DOE Training and Development Management Council. The

agency-wide Mentoring Program targets GS-13 through GS-15 high potential protégés and SES mentors. The program will begin its second year in June 2003.

- **Corporate Supervisory and Managerial Training** – the conceptual model for a corporate Supervisory and Managerial Training Curriculum has been established. Using a blended approach, a competency-based curriculum has been developed. The model highlights the key supervisory and managerial functions of planning, organizing, directing, and controlling. The curriculum includes a Survey Level Course for new, probationary supervisors/team leaders, an advanced-level of training for more experienced supervisors and managers, and continuing education for supervisors on topics of current interest.
- **E-government** – is being used to fulfill the Department of Energy’s responsibilities regarding the Agency’s efforts to adapt e-government applications to corporate training and education activities and programs in support of the President’s Management Agenda. Activities include the evaluation, assessment, and benchmarking of new and existing functions within the Energy Online Learning Center and Corporate Human Resource Information System.
- **Knowledge Management (KM)** – is one of the Department of Energy’s corporate goals. Institutionalizing knowledge management by identifying KM processes and tools will help facilitate the creation, collection, dissemination and updating of information, knowledge and expertise. The Knowledge Management Working Group has been established to carry out the Department’s goal. The group’s work will include development of knowledge management strategic plan, design and implementation of knowledge management training, and the establishment of “Communities of Practice” to leverage new approaches to managing knowledge within DOE. The group has already conducted an initial inventory to identify existing knowledge management related programs/activities, and a partnership with the CIO has been established. The Office of Human Resources (ME-50) is piloting a KM application within the Human Capital Management Improvement Program and is working with other DOE organizations to share information on their pilot activities.

V. Monitor, Revise & Evaluate (Activity 7 Continuous Communication & Assessment)

- How can the Department continually assess the workforce?
- What is working and what needs to be changed?
- What adjustments to the Action Plan need to be made?
- What are the Department’s new workforce and organizational issues?

To ensure effectiveness, workforce plans and strategies must be continually monitored and refined, taking into account changing resources and other conditions impacting the

Department. Tracking mechanisms are needed to evaluate successful implementation of the plan, to assess what is working and what needs to be changed. As plans are made, it will be necessary to engage in the most critical component of the entire process, communication.

Continuous communication will be vital to ensure managers and supervisors have adequate information to make adjustments to the plan, and to address new workforce and organizational issues. Communication will also aid the workforce planning process by fostering trust throughout the organization. To facilitate the buy-in and ultimately the success of workforce succession planning and management throughout the Agency, the plan must be communicated to employees and stakeholders.

Sound marketing strategy that outlines clear expectations of the Department's entire workforce is a key component of successful workforce planning. The role of **managers and supervisors** is significant in championing Workforce Planning, Succession Planning and Succession Management. Managers and supervisors will support workforce succession planning efforts by making sound decisions that balance human, fiscal, and mission requirements and by partnering with human resources and training departments in carrying out the strategic processes of the organization.

The human resources and training departments provide consultation, tools, and strategies to assist managers, supervisors and employees. **Employees** are the Department's most valuable asset and a key component of successful workforce and succession planning/management. It is important that employees possess an understanding of the need for completion of annual skills assessment and individual development plans (IDPs). The Agency must foster an environment that promotes continuous learning to enable employees to obtain the training and work experiences necessary to close skill gaps, meet mission requirements, and achieve career goals identified in their IDP. Succession Planning and Management strategies will have to be in place to assist employees and managers in closing these skill gaps.

Chapter 4

Recommendations

- **Include Human Resources as a strategic partner in this process-** Organizations work closely with Human Resources to identify recruitment and development/training needs
- **Encourage DOE/NNSA use the process outlined in this model for workforce and succession planning/management**
 - This process is currently underway within Security Office (SO)
 - Conduct the analysis process annually using information from DOEInfo
- **Identify and effectively manage human and fiscal resources**
 - Use internal and external Federal and contractor learning partnerships
- **Develop and use metrics and reporting mechanisms**
 - Human Capital Management Improvement Program (HCMIP)
 - DOE/PMA Human Capital Scorecard Standards of Success (*strategic alignment, leadership & knowledge management, performance culture, talent & accountability, workforce planning and deployment*)
 - Include workforce/succession planning/management results within the “Strategic Management Cascade”
- **Promote top-down buy-in and accountability**
 - Educate managers and employees and solicit their buy-in
 - Hold managers accountable for the success of this process
- **Use Knowledge Management tools to monitor activities across the Department, share lessons learned, identify and adopt successful strategies in use to address gaps**
 - Expand upon current activities of Federal Technical Capabilities Panel (e.g. the skills assessment and training of the DOE technical based on established competencies to ensure a highly qualified and effective technical workforce)

Chapter 5

Marketing Plan

In order to meet the organizations' needs, it is critical that we have a strategy in place to communicate the activities associated with the Workforce and Succession Planning/ Management process. Communication to management and employees at all levels must be ongoing; our customers need to fully understand the Department's corporate image and mission requirements. They must trust that we will use the best and most cost effective practices, tools, and techniques available to meet our mission, aligned with DOE/NNSA mission and performance objectives.

It is anticipated that a properly informed workforce will help maximize and support a smooth implementation process. However, to reach significant improvement, and to successfully accomplish our expectations, we must have the support of management at all levels. We must solicit the support and cooperation of our employees. It is the responsibility of the front line managers to communicate frequently and consistently throughout the organization, to create an infrastructure that facilitates open communication through all employee ranks.

The strategy of a Marketing Plan will provide a basic approach and action plan that will clearly identify:

➤ **Who must be informed? – target audience**

- Top Level Management
- Department Managers and Supervisors
- Employees
- Human Resource and Training Staff throughout DOE/NNSA
- The Stakeholders – *who must be entrusted with the process*
- Human Resources Department
- Chief Financial Officer Department
- Office of Equal Opportunity
- Training Department
- Office of Management Initiatives

- **What they need to know?**
 - Full awareness of Workforce and Succession Planning/Management
 - Associated Action Plan and Strategies
 - Benefits of full cooperation and utilization
 - Accomplishments
 - Adjustments to the Plan

- **What methods will be incorporated for delivering the message?**
 - DOE/NNSA Senior Management briefings
 - Stakeholder Briefings
 - Service Center and Site Operations Offices Briefings
 - All Employee Briefings delivered by Managers, and HR/Training Departments
 - DOE/NNSACasts
 - DOE/NNSA Homepages

- **What are the suggested timeframes for communications to occur pertaining to Task Force deliverables? :**
 - Immediately upon approval of the Model
 - Subsequent to completion of each Phase of the Model
 - As organizational changes occur

Chapter 6

Summary

Through the Human Capital Management & Succession Planning Initiative, a Workforce and Succession Planning/Management Model has been developed, with tools and processes that identify, develop, and apply current human resource best practices and methodologies. Implementation will ensure that DOE and NNSA have a highly skilled, well-qualified and diverse workforce capable of accomplishing the Department's missions.

The Human Capital Management and Succession Planning Team is moving forward with the development of various tools and processes required of this model, for example, finalization of DOE/NNSA Core Competencies, Competency/Gap Analysis, Workforce Planning Step-by-Step Guidelines, Process Handbook for Supervisors, Managers and Employees, identification of specific performance measurements, etc. As previously stated, the overall outcome of workforce/succession planning and management within DOE/NNSA depends on the extent to which these programs function in concert and are championed by the Agency's leadership from the top, down.

APPENDIX A - GLOSSARY OF TERMS

Action Item

Specific activity within the Work Force Planning (WFP) Action Plan assigned to an individual or group for completion within specified time frame.

Action Plan

A collection of specific activities, which will address the significant WFP gaps as identified in the gap analysis form.

Attrition

The reduction of staffing levels from an organizational level due to resignations reassignments transfers to other agencies, deaths, etc., in a fiscal year. Retirements are normally included in attrition; however, it will be projected separately in the WFP process.

Baseline

The total number of staffed, permanent positions identified at the beginning of the WFP process.

Competency

Underlying characteristic of an employee (traits, skills, body of knowledge, etc.)

Competitive Sourcing

Comparing the cost of using Government employees and other resources to perform work in-house versus the cost of contracting with commercial firms

Fair Act

Directs Federal agencies to submit each year an inventory of all activities performed by Federal employees that are not inherently governmental in nature (i.e., commercial in nature).

Gap

The difference between projected positions and human resources supply. It can be a positive number indicating surplus workforce or a negative number, indicating unmet projected positions. Gap is also the difference between the desired and actual skills possessed by the workforce.

Government Performance Results Act (GPRA)

Requires agencies to prepare annual performance plans that set out measurable goals that define what will be accomplished during a fiscal year.

Human Capital Management Improvement Program (HCMIP)

A tool for measuring the success of Human Capital Management within the Department of Energy, HCMIP provides a method for collecting and analyzing data on human capital. It also provides a device for recording and reporting on short and long-range successes. Documentation derived through HCMIP will assist the Agency in getting to green.

Human Resource Need

Organization's forecast of needed staff size and skill mix for the designated planning period.

Outsourcing

Contract-out for functions or services in accordance with acquisition regulations (FAIR Act, A-76 studies, management decisions, etc.)

Projected Positions

Based on budget expectations the projected skills and tasks identified by series, title and full performance level (FPL) grade necessary to achieve the work of the agency.

Projected Workforce Need

Organization's forecast of needed staff size and skill mix for the designated planning period that will be needed to conduct the work in the future.

Projected Workforce Supply

The projected number of employees by series, title, and FPL grade available in the future based on projected retirements and attrition trend data.

Retirement Projection

The number of employees anticipated being lost due to retirement.

Skill

An observable and measurable expertise needed to perform a task.

Staffing Assessment

The determination by the organization of the ideal staff size and skill mix needed to carry out its strategic objectives.

Strategy

An approach to addressing an issue

Workforce Planning

A process that ensures people with the appropriate skills, are in the right place, at the right time to meet the organizations' changing needs. It examines what an organization needs to accomplish in a given period of time; what knowledge, skills, and experience are required to get the job done; and how large and what type of workforce is required to provide that mix of skills, knowledge, and experience.

Workforce Planning Team

A group of individuals with multi disciplinary backgrounds from across the Department who are involved in activities within their respective organization and who can ensure the right skills are in the right place, at the right time to meet conservation issues.

APPENDIX B – Benchmarking Summary

The Workforce and Succession Planning/Management team benchmarked major commercial firms, other Federal Agencies, as well as internal DOE organizations to determine the best practices and strategies for workforce and succession planning/management. Data gathered from the benchmarking also helped identify best practices in managerial and leadership development within the private and public sectors. Six areas were assessed within each organization benchmarked: business diagnosis, assessment activities, program design and implementation, opportunities for on-the-job support, and evaluation mechanisms in use.

In almost every organization benchmarked, the business drivers and rationale for creating a leadership development and succession planning programs hinge on the need to critical need to build a pool of talent for future leadership positions. Successful activities are those in which there is **business case**, consensus, a sense of urgency, and a future vision supported by management.

Data collected in this benchmarking supported the notion that organizations need to know themselves from the “inside-out.” Benchmarked organizations regularly engage in strategic **assessment activities**, identifying short-term and long-term needs, and creating strategies to address these needs. Skills assessments, workforce and organizational analyses are used by organizations to get a clear picture of present and future organizational direction, mission, vision, values and corresponding needs.

In most of the benchmarked organizations, the results of their assessment activities are used in the **program design**. Strategies such as managerial and leadership development, and workforce succession planning/management, are customized to reflect the organizations’ core values, vision, culture, and reflect unique aspects of the organization. Additionally, benchmarking reflected that a “learning culture” is a standard component of the major firms, reflected in **program implementation**.

Action learning is being used by many of the major firms benchmarked and is one of the biggest trends following assessments and coaching. Throughout program implementation, programs must answer:

- What is doable yet expands critical thinking processes?
- How do we set Senior Management expectations for the business value to be gained by the learning?
- How will action learning develop teams that can address significant business problems and issues?

The learning culture does not end with training and development programs. Learning organizations use **on-the-job reinforcement & support** to promote continuous learning. Within DOE, mentoring and knowledge management activities are being used to address this key feature of successful workforce and succession planning and management. Use of E-learning provides employees Agency-wide with access to just-in-time training aides, virtual teaming functions, electronic forums, and reference materials. Each of these activities is being monitored and evaluated to ensure they are meeting the organizations’ needs.

Evaluation is the point where organizations gain insight into revising and strengthening their programs, eliminating barriers to successful implementation and use, and assessing the effectiveness of strategies in place against its intended goals. Is there a clear connection between the program and strategic business results? Evaluation is the capstone activity to successful workforce and succession planning activities and is present in each of the benchmarked organizations.

The following table contains details on the organizations benchmarked in support of the Human Capital Management.

APPENDIX B Benchmarking Managerial/Leadership Development & Succession Planning Programs

Federal and Private Sector Firms

Commercial Firms & DOE	Business Diagnosis	Assessment Tools Used	Mentoring or Coaching Program	Program Design	Program Implementation	On-the Job Support	Evaluation
<p>Department of Energy</p> <p>14, 700 Federal Employees</p> <p>100,000+ Contractor Employees</p> <p>Annual Budget: \$ 21.9 Billion</p> <p>Mission:</p> <ul style="list-style-type: none">– Energy– Science– Nuclear Security– Environment <p>Major Competencies:</p> <p>Defined by Tech. Qual. Program, Occupational Series & Functions</p>	<p>Government Performance Results Act</p> <p>DOE Strategic Plan</p> <p>Workforce Analysis 21</p> <p>Retirement Projections</p> <p>New Administration with emphasis and focus on Human Capital Management</p>	<p>Workforce Analyses Conducted</p> <p>Skills Assessments Conducted</p> <p>IDP’s Mandated</p> <p>Organizational Assessments</p>	<p>New, department-wide Mentoring Program kicked off 2002 – initial pilot designed for GS13-15.</p> <p>Preparations underway to expand program to include GS9-12.</p> <p>Several of the Leadership Development Programs have separate mentoring components as well.</p>	<p>(See Current Leadership Structure Graphic)</p> <ul style="list-style-type: none">– Basic Foundation Level Activities– Supervisory & Managerial Training– Leadership Development Programs	<p>Some Department-wide Programs managed by the Office of Training and Human Resource Development. However, most programs are designed and implemented primarily by each Program/Field organization independent of each other.</p> <p>Management involvement varies. Resource dependent.</p>	<p>Support provided through the Office of Training & Human Resources Development, through the ME-51 Training Consultant Program, and through individual office’s human resources organization.</p>	<p>Developmental Programs have been rated successful. With the exception of the Corporate Career Development Programs being offered through USDA Graduate School and OPM, etc., most org. programs are not mature enough to evaluate long-term effectiveness</p>

APPENDIX B Benchmarking Managerial/Leadership Development & Succession Planning Programs

Federal and Private Sector Firms

Commercial Firms & DOE	Business Diagnosis	Assessment Tools Used	Mentoring or Coaching Program	Program Design	Program Implementation	On-the Job Support	Program Evaluation
<p>Abbott Laboratories</p> <p>57,000 Employees Gross Revenue: \$10+Billion</p> <p>Mission:</p> <ul style="list-style-type: none"> – Diagnostics – Hospital Products – Nutritionals – Pharmaceuticals <p>Major Competencies:</p> <ul style="list-style-type: none"> – Set Vision & Strategy – Build Our Org. & Inspire Our People – Know the Business – Drive for Results – Make the Difficult Decisions * Specific Behavioral Anchors are tied to each Competency 	<p>Health Care Reform Initiative of 1993 Balance of Power Shift between manufacturers & customers.</p> <p>Industry mergers contributed to the need for programmatic change as well.</p>	<p>Created a Business Case to answer three strategic questions to prepare for radically different world and company growth.</p> <p><i>o How does Abbott prepare people developed in one world for a radically different one?</i></p> <p><i>o How will it standardize and teach the important things people have previously learned by immersion or osmosis?</i></p> <p><i>o How would Abbott ensure inclusive Leadership (diversity of thought, perspective, gender, race, and globally) that is enough for the rapidly changing world?</i></p>	<p>None.</p>	<p>Leadership Dev. Program initiated in 1991. Two Target Audiences.</p> <p>1) Leadership Dev. Prog. Senior Leaders preparing for executive positions, Directors, Vice Presidents. (Target Pool: Several Hundred; 35 selected for annual program)</p> <p>2) Mgmt. Challenge Senior functional managers and directors (Target Pool: Several thousand; 70 selected for two programs each year)</p> <p>Three-week process with 35 Hi-Po's. Business units nominate participants. Participants are prepared for top 140 positions in Company.</p> <p>Multi-rater assessment using Center for Creative Leadership "Prospector" tool. Interaction with CEO, COO</p>	<p>Leadership Competency Model. Guided by Abbott business objectives, technical objectives.</p> <p>Instituted second program—Management Challenge (MC) for broader audience. MC supports & feeds Leadership Development.</p> <p>Abbott cultural elements also influence leadership development:</p> <ul style="list-style-type: none"> ▪ Passion for the business ▪ Drive for achievement & results ▪ Desire for self-reliance ▪ Bias for action ▪ Team focus not individual heroes <p>Community Service Projects used as part of the LDP to reflect Abbott's Core Values.</p>	<p>Computer Simulation - 15-hour computer simulation for teams of six to run a business using concepts in Leadership Program.</p> <p>Faculty Partnerships—external faculty for program delivery to provide integration of leading edge thinking with company strategy.</p>	<p>Uses three types of Measures:</p> <ul style="list-style-type: none"> – <i>Short-term Process Results</i> Participant satisfaction. Participant survey to determine impact of program. – <i>Leadership Development Objectives</i> Data supporting linkage of Leadership Dev. Program to sales, finance and operations (still developing). – <i>Business Objectives</i> Still in early stages of development. Gather anecdotal info from participants on their business performance. Will refine these into more concrete measures of success.

APPENDIX B Benchmarking Managerial/Leadership Development & Succession Planning Programs

Federal and Private Sector Firms

Commercial Firms & DOE	Business Diagnosis	Assessment Tools Used	Mentoring or Coaching Program	Program Design	Program Implementation	On-the Job Support	Program Evaluation
Bechtel 50, 000 Employees Gross Revenue: \$14+Billion Mission: World’s largest industrial engineering/ construction firms Major Competencies: Coaching Interpersonal Comm. Org. Communication Empowering Motivating Others Developing Colleagues Problem-Solving Decision-Making Teamwork Planning & Organizing Performance Orientation Mentoring	“Building to 2010” Goal to be employer of choice in our industry.	Annual Talent Review –Reviews Leadership Team & ID’s staffing gaps	No formal mentoring component “Stretch Assignments” involve some coaching.	CEO Owned. Sets framework for Bechtel leadership practices. Leadership Covenants & Attributes Address “What’s in it for me!” (Compensation issues)	Visible –CEO owns. Addresses Skills & Competencies, Leadership Process, Effective Teams. Actions are consistent with Goals.	Development Plans Stretch Assignments	Measures: Retention Rates Employee Surveys Place in Industry Time-critical slots open

APPENDIX B Benchmarking Managerial/Leadership Development & Succession Planning Programs

Federal and Private Sector Firms

Commercial Firms & DOE	Business Diagnosis	Assessment Tools Used	Mentoring or Coaching Program	Program Design	Program Implementation	On-the Job Support	Program Evaluation
BP Amoco 85,000 Employees Gross Revenue: \$114 Billion Mission: Petrochemicals/Oil Production Major Competencies: Strategic Conceptualizer Respected Player Acts Wisely & Decisively Leads Change Builds Best Teams Shapes Performance Ensures Alignment Environmentally Astute	“Project 1990” – Massive culture change initiative to introduce more open and empowered style of leadership throughout the org. 1992 record low share price. Departure of CEO 1999 Planned acquisition of ARCO.	Company was in crisis– needed world- class international leaders.	Mentor Feedback On-going Executive Coaching and guidance by line manager, mentor, org./industrial psychologist.	Developed 9 Leadership Competencies. 360-degree feedback tool. Created Leadership Enhancement through Assessment & Development (LEAD) Program that is a state-of-the- art assessment center. LEAD establishes a standardized process and metric to measure Leadership Talent across the organization. Hi-Potential Program for top 120 Positions.	Visible & Active Support from CEO. Competencies cascaded down thru 3000 Leaders & others. LEAD Program: Sr. Level Assessment. Nominated by Unit. LEAD is one-week in length and includes: – Training Introduction – Ice-Breaker Activities – Business Simulations – Integration & Leadership Activities – Participant Feedback	LEAD is tied to: – Performance Appraisal –Personal Development Plan	LEAD Program used as objective assessment of 9 Leadership Competencies. Written feedback from participants. Two day meeting to address continuous improvement.

APPENDIX B Benchmarking Managerial/Leadership Development & Succession Planning Programs

Federal and Private Sector Firms

Commercial Firms & DOE	Business Diagnosis	Assessment Tools Used	Mentoring or Coaching Program	Program Design	Program Implementation	On-the Job Support	Program Evaluation
Colgate- Palmolive 38,000+ Employees Annual Revenue: \$9 Billion Mission: Consumer Products – Household Personal Care Fabric Care Pet Nutrition Major Competencies: (Key Sales Leadership Competencies) Strategic Thinking Strategic Planning Taking Responsibility for Results Partnering	New business challenges in common with customers: – Globalization – Political Pressures – Active Consumerism – Slow Economic Growth in Some Markets – Information Technology – Competition Important, global trends are emerging in marketplace. New business risks from these trends. Want to become “Preferred Supplier” for key Accts.	Key Accounts much more important to Success. Key account managers have the greatest impact to address profitability. Key account managers most powerful to meet challenges of new business strategy. Training needs assessment conducted.	None used.	Substantial resources committed. Urgent need, program to be developed and implemented in one yr. Taskforce formed. Required to commit 15% of their time. Objectives of program based on Best Practices– Key Sales Leadership Competencies: <i>1. Understand Key Issues Facing Company and Its Customers</i> <i>2. Ensure Strategic Alignment</i> <i>3. Ensure Actionable Learning</i> Methods & Media: – Pre-Seminar Meetings – Four Days of Seminar Sessions – Account Application Journal – Learning Partnerships	Program cascaded. Senior Manager briefings, participant selection, selection of trainers, training of trainers. Global or pan-division Seminar conducted quarterly. Program carried out by a cadre of 10 Senior Sales & Account Directors, some Task Force Members, and 25 additional, Certified Instructors. Program Sessions delivered by Teams of 2-3 Instructors to ensure diversity of experiences and cultural perspectives.	Learning Partnerships– collaborative support. Active world wide learning network. Direct communication from CEO & Sr. Management “Recommendations to Sr. Management” meetings. Action Learning. Post Seminar Meetings with Managers.	Participant evaluations. Demonstrated learning by solving business case simulations. On the job improvements. Business results are tracked. Six-month follow-up evaluations conducted with results provided to Sr. Management. Used as basis for future business planning.

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Commercial Firms & DOE	Business Diagnosis	Assessment Tools Used	Mentoring or Coaching Program	Program Design	Program Implementation	On-the Job Support	Program Evaluation
<p>Exelon (formerly PECO Energy Co.)</p> <p>Formerly 14,000+ Employees; now under 7,000 Gross Revenue: \$10 Billion</p> <p>Mission: Retail Electric and Natural Gas Service for over 1.5 Million customers</p> <p>Major Competencies: (Not Specifically Described. Part of their Leadership Competency Model addresses current and future Leadership Requirements. Assessment Centers are Considered the Linchpin of the Program. IDP Process is Key Component)</p>	<ul style="list-style-type: none"> Unprecedented change in utility industry. Downsized by 50%. Two early-out programs. Unionization attempts. Complete re-engineering of human resources function. Changes in core values and beliefs. Key personnel changes. <p>Need to:</p> <ul style="list-style-type: none"> Identify leadership requirements for deregulated market. Create structured approach to create bench strength needed. Create & implement ways to close leadership gaps. 	<p>Individual Assessment Centers for each level.</p>	<p>Personal Coaching through out program</p> <p>Human resources professionals provide technical expertise, facilitates meetings, provide coaching to assure rigorous developmental plans and to ensure senior management commitment</p>	<p>Developed Leadership Competency Model by interviewing senior managers about leadership requirements.</p> <p>Program focuses on three levels: College recruits, junior to mid-level managers, and upper mid-management</p> <p>Management Dev. Council Created - meets quarterly: 1st Qtr. Scopes out leadership development process for year 2nd Qtr. Receives final nominations for Levels II and III. 3rd Qtr. Reviews assessment Center results, issues identified 4th Qtr. Reviews & approves Hi-Potential Individual Development Plans</p>	<p>Business Unit Line managers responsible for identifying and nominating emerging leaders.</p> <p>PECO Development Council is team of Hi-potential employees who play a role in execution of levels II and III of the Leadership Development Process. Reviews Nominations from All Business Units to present final nominations for Mgmt. Dev. Council vote.</p> <p>Selected Candidates Attend Assessment Center(s). Verbal & written reports provided to participants and their Sr. Mgmt. sponsors.</p> <p>Human resources professionals seek to improve bench-strength of company using information gained to leverage dev. needs.</p>	<p>Employees' journal their learning activities for discussion among group.</p> <p>Human resources professionals provide technical expertise, facilitates meetings, provide coaching to assure rigorous developmental plans and to ensure senior management commitment.</p>	<p>Info gathered from Assessment Centers Provided:</p> <p>Organizational Capability Data</p> <p>Known Leadership Strengths & Gaps</p> <p>Leadership Assignments Based Upon IDP Needs</p> <p>Ability to Assess Required Leadership Competencies to Address Competition</p>

APPENDIX B Benchmarking Managerial/Leadership Development & Succession Planning Programs

Federal and Private Sector Firms

Commercial Firms & DOE	Business Diagnosis	Assessment Tools Used	Mentoring or Coaching Program	Program Design	Program Implementation	On-the Job Support	Program Evaluation
<p>General Electric</p> <p>Employees: 300,000 +</p> <p>Gross Revenue: \$125.9 Billion</p> <p>Mission: Produces aircraft engines, locomotives and other transportation equipment, appliances (kitchen and laundry equipment), lighting, electric distribution and control equipment, generators and turbines, nuclear reactors, medical imaging equipment, and plastics. Financial arm includes separate commercial finance, consumer finance, equipment management, and insurance units. Other operations include the NBC television network.</p> <p>Major Competencies</p> <ul style="list-style-type: none">* Learning Culture* Globalization* Six Sigma* Product Service* Digitization	<p>1980's Great Technological changes.</p> <p>Economic stress. Challenges from outside US.</p> <p>Needed a “Game Plan” to address outside threats.</p>	<p>Performance Feedback and Coaching</p> <p>360 Degree Feedback</p> <p>Three priorities considered: Sharing Knowledge, Allocating Resources, and Developing Talent</p>	<p>Mentoring</p>	<p>Entry-Level Leadership Development Programs:</p> <ul style="list-style-type: none">• Commercial• Communications• Edison Engineering• Financial• Information Mgt• Operations Mgt <p>Master-Level Leadership Development Programs:</p> <ul style="list-style-type: none">• <u>Commercial Leadership Program</u>• <u>Human Resources Leadership Program</u>• <u>Risk Management Leadership Program</u>• <u>GE Capital Card Services Risk Leadership Program</u>• <u>GE Capital Card Services Marketing Leadership Program</u>	<p>Corporate Approach</p> <p>Entry-Level Leadership Programs employ a combination of responsible and important rotational job assignments & formal classroom studies. The rotational assignments cut across different aspects of a GE business - provide broad and valuable experience in a relatively short amount of time (actual program length varies 4mos – 2 + years).</p> <p>Masters-level programs more complex – more stringent educational requirements & longer rotational assignments.</p>	<p>Growth and Self-Direction - IDP</p> <p>Performance Feedback and Coaching</p> <p>360 Degree Feedback</p> <p>***Session C</p> <p>GE's annual human resources review gives managers a broad view of the team -- its strengths, and its needs. Session C is an essential part of succession planning to ensure a pipeline of management talent for GE's future.</p> <p>Mentoring</p>	<p>Six Sigma is a highly disciplined process that focuses us on developing and delivering high quality products and services. "Sigma" is a statistical term that measures how far a given process deviates from perfection. The central idea behind Six Sigma is to measure how many "defects" are in a process, and eliminate them. It drives our thinking in everything we do and in every product we design.</p>

APPENDIX B Benchmarking Managerial/Leadership Development & Succession Planning Programs

Federal and Private Sector Firms

Commercial Firms & DOE	Business Diagnosis	Assessment Tools Used	Mentoring or Coaching Program	Program Design	Program Implementation	On-the Job Support	Program Evaluation
<p>Hewlett-Packard</p> <p>Employees 88,000</p> <p>Gross Revenue: \$ 81.7 Billion</p> <p>Mission: A leading provider of products, technologies, solutions and services to consumers and business. IT infrastructure, personal computing and access devices, global services, and imaging and printing</p> <p>Major Competencies: Leaders inspire, foster collaboration and turn vision and strategies into action—with focused, clear goals.</p> <p>Effective leaders coach, relay good news and bad, and give feedback that works.</p> <p>Leaders demonstrate self-awareness and a willingness to accept feedback and continuously develop.</p> <p>Leaders speak with one voice and act to eliminate busy work.</p> <p>It is important to measure people on the results they achieve against goals they helped to create.</p>	<p>Rapidly changing marketplace and rise of internet brought</p> <p>* Emerging Markets</p> <p>* Expanding Global Markets</p> <p>* Rapid Innovations</p> <p>* Organizational Growth</p> <p>- Merger</p>	<p>Reinvention strategy included acute need for leadership –</p> <p>Joint efforts by education and diversity groups aims to improve corporate capacity in developing talent increasing diversity retaining execs building mid-level management</p>	<p>Coaching program execution is externally contracted.</p> <p>- Allows HP leaders to dictate the structure and set expectations while including most current leadership development thinking.</p> <p>Mentoring Program</p> <p>2-way conference agreements ensure ethical partnerships & allow for secure, candid, coach – to – individual partnerships. Minimum 1year commitments required for Mentor – Protégé contracts.</p>	<p>Both internal and external approaches used to create a development program based on coaching/ mentoring.</p> <p>Well-structured, internal mentoring program allows HP leaders to develop emerging leaders</p> <p>External Coaching Program allows objective views of HP career elevation</p>	<p>Telecon establishes expectations & consistency for 10 coaching sessions per participant, per year.</p> <p>HP partners w/ Mentor Group to do upfront work (i.e. training for mentors)</p> <p>Selection criteria for mentoring includes:</p> <ul style="list-style-type: none"> • Mid-mgr job level • High performance track record • 5-7 years management experience • Demonstrated readiness for next job level. • Potential and interest. 	<p>HP Virtual Classroom, a tool used for:</p> <ul style="list-style-type: none"> - interactive online training - group collaboration - team meetings <p>Feedback, guidance, and career management are key coaching objectives.</p>	<p>Critical success factors for coaching include:</p> <ul style="list-style-type: none"> • Coach quality • Ability of coaches to work w/ a diverse audience • Consistent, flexible coaching • Engaging the coaching quickly after kickoff <p>Critical Success factors for Mentoring Program:</p> <ul style="list-style-type: none"> • Mgt support • Complete cultural report • Mentor commitment • A good match.

APPENDIX B Benchmarking Managerial/Leadership Development & Succession Planning Programs

Federal and Private Sector Firms

Commercial Firms & DOE	Business Diagnosis	Assessment Tools Used	Mentoring or Coaching Program	Program Design	Program Implementation	On-the Job Support	Program Evaluation
<p>Honeywell (Formerly Allied Signal)</p> <p>70,000+ Employees Gross Revenue: \$16+Billion 11 Strategic Business Units</p> <p>Mission:</p> <p>Advanced Technology, Mfg., R&D</p> <p>Major Competencies: (Success Attributes)</p> <p>Business Acumen Customer Focus Vision & Purpose Values & Ethics Bias for Action Commitment Teamwork Innovation Developing People Performance Technical</p>	<p>Future called for significant growth & productivity gains.</p> <p>In 1991, new CEO and major organizational-change program instituted. “To be one of the world’s premier companies, distinctive and successful in everything we do.”</p> <p>New Central Values: “Customers, Integrity,, People, Teamwork, Speed, Innovation, and Performance”</p>	<p>Strategic Planning, Annual Operating Planning, and Management Resource Review (MRR)</p> <p>MRR designed to systematically assess and develop the capability of people within organization.</p> <p>It is integrated with performance management and career development processes, focuses on review and development of individual results, behavior and potential–Integrated Performance Management and Development (IPMD).</p>	<p>None used.</p>	<p>Cross-business, cross-functional Team established to 1) design program, 2) develop survey and process, 3) identify and select vendors, and 4) make program recommendations.</p> <p>Chartered to develop a Multi-Source Feedback (MSF) Program.</p> <p>Dev. Business Case for the MSF.</p>	<p>Vision of MSF was to 1) assist employees and managers in enhancing IPMD process by collecting feedback from multiple sources and 2) to foster an organizational environment that encourages and supports trust, respect, and partnership in a team-based workforce.</p> <p>MSF Core Values Communicated to employees.</p> <p>Leadership Assessment Summary is tool used to assess and track High Potential participants, participants with Promotion Potential, and Overall Talent/ Experience.</p>	<p>CEO role was critical. “... effective MSF stands as evidence of our commitment to improving & developing the abilities of all employees. Moreover, it reflects a true team environment, one in which leaders stand not in judgement of subordinates’ performance, but rather act as partners so we effectively build on our strengths....” L. Bossidy</p> <p>MSF Coordinators & Vendors –Relationships with Participants was important to success of program.</p>	<p>MSF Participant Feedback</p> <p>Continuous Improvement Summary used as part of a subjective process reviewing performance & behaviors of group.</p>

APPENDIX B Benchmarking Managerial/Leadership Development & Succession Planning Programs

Federal and Private Sector Firms

Commercial Firms & DOE	Business Diagnosis	Assessment Tools Used	Mentoring or Coaching Program	Program Design	Program Implementation	On-the Job Support	Program Evaluation
<p>Imasco</p> <p>20,000+ Employees Gross Revenue: \$10 Billion (Canadian)</p> <p>Mission: – Tobacco – Financial Services – Drugstore and Land Industries</p>	<p>Diversified conglomerate facing challenge of leading and allocating resources across a diverse group of companies.</p> <p>Company culture values decentralized control.</p>	<p>Determined a need for Learning by Doing or Action Learning.</p> <p>Built a Business Case for Action Learning addressing major corporate issues.</p> <p>Human Resources executives driving for formalization of succession planning and career development for high potential managers across all operations.</p>	<p>None used.</p>	<p>Characteristics of Action Learning include:</p> <p>1) Emphasis on Learning by Doing 2) Team Performance 3) Problem-Solving using Actual Company Issues 4) Team Decisions Formalized into Presentations</p> <p>Objectives of Action Learning Team: Develop mgmt. & strategic skills of participants, expose participants to IMASCO guiding principles and philosophy, identify and accelerate leadership development of Hi-Po’s.</p>	<p>Three Components of Action Learning Program:</p> <p>(1) On-site Operating Company Visits,</p> <p>(2) Customized management education program (1 Week). Topics include: Globalization, Consumer Demographics, Organizational Change, Leadership, Getting Value from Information Technology, Market Segmentation, and Strategic Use of Financial Controls</p> <p>(3) Multi-disciplinary and multi-industry team effort on an actual, LIVE work project called “IMASCO: The Next Generation.” Culminates with presentation addressing what IMASCO should look like in 10 years.</p>	<p>Team support.</p> <p>Facilitators act as Advisors.</p> <p>Direct interaction with CEO .</p>	<p>Five years of experimentation & feedback.</p> <p>Took 3 years to gain full trust and commitment of operating companies.</p> <p>Success depends on critical variables: 1) Commitment to the process–time, resources, and candor 2) Participant Team Dynamics Affecting Quality of Outcomes 3) Facilitator(s) Role is Absolutely Essential. More is better than less.</p>

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Federal and Private Sector Firms

Commercial Firms & DOE	Business Diagnosis	Assessment Tools Used	Mentoring or Coaching Program	Program Design	Program Implementation	On-the Job Support	Program Evaluation
<p>Motorola</p> <p>20,000+ Employees Gross Revenue: \$10+ Billion</p> <p>Mission:</p> <p>Electronics</p> <p>Major Competencies:</p> <p>Focused on Business Needs rather than Specific Leadership Competencies</p>	<p>Motorola’s Messaging Systems Product Group (MSPG) experienced rapid growth fueled by globalization of markets and retail distribution to consumers. Led to a dramatic shift in size and geographic distribution of MSPG’s business which placed unique demands on the entire Motorola organization.</p> <p>Motorola estimated a need for an additional 200 senior-level global business leaders in order to retain market share and keep abreast of growth rate.</p> <p>Current leadership development approach would not meet this need.</p>	<p>Global In-depth Training Needs Assessment (TNA). (Sixteen week process. Interviews of General Mgrs. and Focus Groups) TNA was market driven. Focused on business needs data in lieu of leadership competencies.</p> <p>Findings:</p> <p>1) <i>Emerging leaders not prepared for future business challenges</i></p> <p>2) <i>Leadership & Mgmt. Skills were not improving</i></p> <p>3) <i>No sense of urgency to change leadership culture</i></p> <p>4) <i>Revealed a short-range focus on major change issues.</i></p>	<p>None Used.</p>	<p>Determination made that traditional learning and development approaches would not meet need to develop leaders within timeframe required.</p> <p>Global Organization Leadership Development (GOLD) Process needed to be designed, developed and piloted within 8 months.</p> <p>GOLD is an accelerated leadership development process, not a Program, with three distinct elements:</p> <ul style="list-style-type: none">– Training– Business Challenges (Action Learning)– GOLD miner Database & Tracking Process	<p>GOLD sessions take 3-months. Conduct four sessions each year—one per quarter. Focusing on thirty to thirty-five participants each quarter—110 GOLD Alumni each year.</p> <p>One Full-Time Administrator handled internal administration of the GOLD process—nominations, files, contracts and general trouble-shooting.</p> <p>Administrative and logistical activities contracted out.</p> <p>World-Class Internal and External Faculty.</p>	<p>GOLDminer database tracks alumni of program, leadership development opportunities, rotational assignments, promotions, and identification of new leaders for new assignments. General and Senior Managers have access to database.</p>	<p>Used Multi-level Evaluation Strategy. Provided continuous and real-time evaluation. This permitted real-time changes to the GOLD process when required. Focus of evaluation strategy:</p> <p>1) During & Post- Training Evals. 2) Transfer Evals. 3) Impact Eval.</p> <p>Lessons-Learned:</p> <p>Management. Commitment is Essential Link to Business Issues Look Beyond Traditional Approaches Develop Incrementally Use Best-in-Class Faculty Evaluate Continuously</p>

APPENDIX C – Workforce and Succession Planning/Management SLIDE BRIEFING

This briefing contains a detailed introduction of the suggested model for Workforce and Succession Planning/Management within the Department of Energy and National Nuclear Security Administration.